

Special Issue

New, Existing and Evolving Directions for Sustainability Leadership in Higher Education

Message from the Guest Editor

Several challenges for leaderships of sustainability education programs in higher education exist: recognition of sustainability as a “valid” academic discipline, resources in an institutional hierarchy focused on disciplinary programs, recruiting and retention of students and faculty, etc. This special issue focuses on more recently recognized concerns for sustainability leaders such as effectively fostering diversity in sustainability leadership, faculty, and student populations, developing effective community engagement partnerships in a COVID-19 world, what ideal core competencies in sustainability should be identified and promoted, and what consensus next steps should be taken for all of these priorities. Developing new pedagogies and assessments are critical to advancing sustainability education. One possible way is to more broadly focus curricula on meeting the objectives of the United Nations Sustainability Development Goals. Broader and more hands-on partnerships with community partners in sustainability, social and environmental justice, and community development are other possible future directions for sustainability education.

Guest Editor

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I encourage you to contribute a research or comprehensive review article for consideration for publication in *Sustainability*, an international Open Access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. *Sustainability* publishes original research articles, review articles and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

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